

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Whittier College**

March 21-24, 2010

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Whittier College. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the institution.

**Common Standards and Program Standard Decisions
For all Programs offered by the Institution**

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation		X	
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	X		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject/Intern	21	21		
Single Subject/Intern	21	21		

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Whittier College

Dates of Visit: March 21 -24, 2010

**Accreditation Team
Recommendation:** Accreditation with Stipulations

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The entire team reviewed each of the nine Common Standards and determined whether the standard was met, not met, or met with concerns. The Commission team found that all standards were met except for Standard 2 which was **Met with Concerns**.

Program Standards

The initial Program Standard review was done by peers at the Commission. During the visit, the team addressed concerns identified in the review and found that all program standards are **Met**.

Overall Recommendation

The team completed a thorough review of program documentation, evidence provided at the site, additional information provided by program administration and faculty, and interviews with candidates, program completers, faculty, administrators, employers and other stakeholders. Due to the findings that **Common Standard 2** was **Met with Concerns**, and all Program Standards were **Met**, the team unanimously recommends a decision of Accreditation with Stipulations.

Stipulations

1. That the college provide Commission staff with an updated plan for a program evaluation system that includes an active advisory board and provide evidence that the system has been implemented.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

Initial/Teaching Credentials

Multiple Subject
Multiple Subject
Multiple Subject Internships
Single Subject
Single Subject
Single Subject Internships

Advanced/Service Credentials

Multiple/Single Subject
Clear Multiple/Single Subject

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Whittier College be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Whittier College continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Leader:

Mel Hunt
St Mary's College of California

Common Standards Cluster:

Carol Ann Gittens
University of Santa Clara
Chris Hopper
Humboldt State University

Basic/Teaching Programs Cluster:

Kathy Theuer
Brandman University,
part of the Chapman University System

Staff to the Visit

Nadine Noelting, Administrator

Documents Reviewed

University Catalog
Institutional Self Study
Course Syllabi
Candidate Files
Fieldwork Handbooks
Follow-up Survey Results

Field Experience Notebooks
Schedule of Classes
Advisement Documents
Faculty Vitae
College Annual Report

Interviews Conducted

	Team Leader	Basic and Common Standards	TOTAL
Program Faculty	15	10	25
Institutional Administration	2	4	6
Candidates	11	141	152
Graduates	9	26	35
Employers of Graduates	2	5	7
Supervising Practitioners	8	8	16
Advisors	2	0	2
School Administrators	2	0	2
Credential Analysts and Staff	2	11	13
Advisory Committee	0	0	0
Total			258

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background information

Whittier College is a private, non-profit liberal arts college established by the Religious Society of Friends in the 1880's. The college is located in Whittier, a city in Los Angeles County, about 12 miles southeast of Los Angeles with a population of about 84,000. Although the college has operated as a secular institution since the 1940s, an appreciation for Quaker values permeates the campus community – in particular, belief in freedom of conscience, integrity, justice and internationalism. Humanistic and pre-professional education are integrated, reflecting the College's desire that its members be socially responsible citizens.

The college is situated on 74 hillside acres in Whittier with 29 academic and administrative facilities, seven residence halls, a chapel, two 100+ seat auditoriums, and outdoor amphitheatre, an art gallery, a Cultural Center and three Faculty Masters Houses.

Approximately 85% of Whittier's undergraduates participate in the Liberal Education Program, which stresses the interconnectedness of fields of knowledge through paired and team-taught courses. The rest participate in the Whittier Scholars Program, which allows students to design their own majors under the guidance of faculty mentors. Graduate courses lead to the Masters of Arts degree in Education or a teaching credential.

Whittier College offers students a choice of 30 majors in 23 disciplines, or the option of a self-designed major through the Whittier Scholars Program—all of which lead to a bachelor of arts degree. The College also offers a master's degree in education, with or without a teaching credential; additionally, the affiliated Whittier Law School, located in Costa Mesa, offers programs leading to either a juris doctorate or a master's in law (LL.M.) degree.

Of the college's 91 full-time professors, 90 hold terminal degrees in their fields. Of the full faculty membership, 59% are men and 41% are women, while close to 35% are people of color or are from foreign countries. The quality of Whittier College faculty members has been recognized by the National Association of Academic Advisors and the Council for the Advancement and Support of Education, and honors earned by individual professors include Grammy Awards, Pushcart Prize in Poetry, Fulbright Awards, and grants from the National Science Foundation and National Endowment for the Humanities. All courses at Whittier are taught by faculty, not teaching assistants. The student-faculty ratio is 12 to 1.

As of fall 2009, Whittier College enrolls 1508 students from 40 states and 25 countries. There are 1367 undergraduates, four non-degree students, and 137 graduate and post-baccalaureate students; 46% are men; 54% are women; 45% are American minorities, and two percent are international students. Nearly 30% of Whittier's student body is Hispanic—one of the highest percentages among the 95 independent colleges in California.

Education Unit

The Department of Education and Child Development has eight full time positions and six adjunct teaching faculty and six college supervisors. The Department regularly integrates faculty from other departments in the college, and regularly uses specialists in other departments. The department also interacts with the school of law on social justice and teaching issues.

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of program completers (2008-09)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs
Multiple Subject including interns	Advanced	24 (1 intern)	42 (2 interns)	CTC
Single Subject including interns	Advanced	23 (7 interns)	53 (4 interns)	CTC
Clear	Advanced	2	2	CTC

The Visit

The four team members and CTC consultant arrived at the hotel in Whittier at 2 on Sunday, March 21, 2009 to have a quick lunch and discuss the upcoming visit. At 3:00 p.m. the team went to the college for an orientation reception including a welcome from Charlotte Borst, Vice President for Academic Affairs and Dean of the Faculty. Other faculty introduced themselves and indicated their responsibilities for the credentialing programs they provide. Also included

were the many alumni with family members who are in the program, as well as graduates who have stayed in the area and working in a variety of capacities.

On Monday and Tuesday the team met with faculty, graduates and students, and visited teaching sites. Most team members were able to view the Broadoaks School which is housed on campus and provides a practicum for the candidates. Broadoaks reflects the vision of the school to join in understanding the value of the intellectual quest, the use of reason, and a respect for values. They seek knowledge of their own culture and the informed appreciation of other traditions, and they explore the interrelatedness of knowledge and the connections among disciplines. On Tuesday evening, consensus was reached on all standard findings and on an accreditation recommendation. The Exit Report was held on campus at 11:30 a.m. on Wednesday, March 24, 2009. There were no unusual circumstances affecting this visit.

Common Standards

Standard 1: Educational Leadership

Standard Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings

All the credential programs at the College are housed under the Department of Education and Child Development (DECD). The leadership of the DECD rotates every three years among the department faculty. The operation and oversight of the on-campus Broadoaks School (preschool to grade 7 with grade 8 added next year) is also housed in the department.

The College prides itself on the use of consensus building in its decision making process. While recognizing that consensus building can be time consuming, the administration and faculty have demonstrated their commitment to the process from the institutional level down to the department level. The successful use of this method can be considered to be a characteristic of the institution.

The DECD faculty are actively involved in the governance of the program and participate actively in that of the College as well. Recognizing the small size of the DECD, the staff are also participants in the credential program processes of the department. The DECD engages the local P-12 community, usually through direct contact by faculty and administration with the local P-12 school systems personnel.

Beginning with the President, all sectors of the College expressed strong support and respect for the faculty and programs of the DECD. The more than 100 year history of Broadoaks, the College laboratory school, is evidence of the depth of that commitment, as is the hiring of new full-time faculty in these difficult economic times. Whittier College has deep roots in its local community and the involvement of the DECD in local schools is seen as one of the key components of that policy.

The staff of the DECD has established effective administrative processes to monitor the fulfillment of credential requirements of applicants and candidates at all stages in the program. Staff members have close relationships with the participants in the program and provide them with support and assistance on a daily basis. Once courses are completed the staff again monitors completion of all credential requirements. All recommendations are made by an experienced credential analyst who has signature authority with the Commission.

Standard 2: Unit and Program Assessment and Evaluation

Met with Concerns

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completion performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Findings

The DECD at Whittier College is in the beginning stages of developing a systematic approach to the assessment and evaluation of its programs and unit. While data are collected by the program, these data are primarily used in the areas of evaluating individual candidate qualifications and competence and in evaluating the performance of district employed supervisors and college supervisors. The majority of these data are derived from surveys or field-based observations. For example, the program uses an assessment form based on the TPEs in the student teaching experience. This form is completed by the candidate at the beginning, middle and end of each student teaching placement. It is also completed by the master teacher and the college supervisor at the end of each placement. A three-way conference is used to provide feedback to the candidate. Candidate competency is also assessed through the CalTPA and by the RICA exam for multiple subject candidates.

In addition to the data sources mentioned above, each student is asked to complete an end of term course evaluation in each class. These course evaluations have been used for curricular revisions at the course level by individual faculty members and they are reviewed by the chair for faculty evaluation purposes.

More recently the department has begun to utilize data to reflect on elements of their program for purposes of program improvement. For example, forms used in student teaching, some of which have been very recently created and implemented, that are being used to evaluate not only candidate competency and supervisor competency but also being considered a source of evidence regarding program and curricular effectiveness. The Biennial Report provided examples of how data from master teacher evaluation of student teachers has been used by the program to reflect on the quality of instruction provided by adjunct faculty in the single subject curriculum methods course. Differences in evaluations for the single subject candidates as compared to the multiple subject candidates were associated with the realization that the methods course in the single subject program was more likely to be taught by adjunct faculty. This led to conversations between full time faculty and adjunct faculty in terms of reviewing the syllabus, discussing course assignments and sharing pedagogical strategies in order to improve the delivery of this course as well as professional development for adjuncts related to student engagement.

Similarly the department has used candidates' results from the CalTPA to determine areas of the curriculum where they should enhance candidates' training in working with learners with exceptional needs and English language learners.

The department currently asks candidates to create electronic repositories of assignments, instructor comments, reflections and CalTPA assignments in an ePortfolio. The ePortfolio was originally designed to promote candidates' familiarity and reflection on the TPEs. Though this portfolio is used as a location for students to store materials from their credential program, it is not currently being used for candidate or program assessment.

While these initial steps are useful, the department has yet to fully develop a systematic program for assessing program effectiveness. In particular, the department has not yet effectively reached out to stakeholders to get their systematic feedback on the program, and the department is strongly encouraged to develop an advisory board including local P-12 stakeholders. The advisory board and the use of existing and new data sources needs to become a part of the development of program change.

The DECD faculty are encouraged to explore opportunities to use the ePortfolios to enable the candidates' to write reflectively about the program design. Faculty are encouraged to determine how the ePortfolios could be used to inform faculty discussions regarding program improvement. The biennial report notes other promising sources of evidence that could be used for program evaluation and improvement. The team strongly encourages the department to fully embrace those new sources of information and to develop others as necessary to be used in program evaluation. Future Biennial Reports will provide an opportunity to document and evaluate the full implementation of this evolving assessment system.

Standard 3: Resources

Standard Met

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Findings

University administrators expressed a strong commitment to educator preparation, which is demonstrated through consistent funding and the planned hiring of tenure-track faculty lines in special education and mathematics and science. Education faculty are highly regarded by their colleagues at Whittier College.

An additional significant institutional commitment is the Broadoaks School that provides fieldwork opportunities for undergraduate and credential students. This k-8 school serves as a laboratory for Whittier College students who gain valuable experiences in classrooms at Broadoaks. This on campus option for candidates is complemented by field experiences in public schools.

Classrooms designated for Education courses are adequate to support the programs. The Department of Education offices are located in Philadelphia House and all fulltime faculty have their own offices.

Funding for support staff is included in the Department budget, including the Director of Student Teaching Services, the Student Teaching Services Clerk, the Credential Analyst, and the Department Secretary.

Faculty are able to apply for internal research and professional development grants and Education faculty have been successful in receiving these awards. The awards have been used to support faculty research or K-12 outreach activities and/or enhance instruction in university courses.

Standard 4: Faculty and Instructional Personnel

Standard Met

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings

Faculty are well qualified to offer the credential programs and include tenure track and adjunct faculty, and supervisors. Tenure-track faculty hold appropriate terminal degrees, have teaching and/or administrative experience in P-12 schools, and engage in scholarship activities related to their areas of expertise. All instructional personnel have the appropriate knowledge in the content they teach.

Adjunct faculty are well qualified and used effectively in the program. Hiring is based on the applicants' experience and being able to offer specific skills in a specialty area. Adjunct faculty are primarily current or retired K-12 professionals who are hired to enhance the preparation of teacher candidates.

Faculty maintain a high level of involvement in schools and districts in East Los Angeles County and stay current in content, pedagogy, and K-12 school issues. This involvement is reflected in their scholarship and service activities. Faculty model a variety of teaching methodologies, in their classes that are then utilized by credential candidates in K-12 schools. They are very familiar with the TPEs, the TPA tasks and the CSTPs and use these standards to guide instruction and assessment.

The Education programs include extensive review of issues and practices related to schooling in a diverse society. Faculty are committed to preparing candidates who are qualified to teach in the diverse schools of East Los Angeles County. Candidates are well qualified to teach English learners after completing the program. Interviews with district personnel confirm candidates' competency.

Course syllabi include learning activities and assignments that require candidates to make use of academic standards and frameworks, and help them to develop a realistic understanding of California K-12 accountability systems, such as STAR testing and the California High School Exit Examination.

Standard 5: Admission**Standard Met**

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

The DECD has defined admissions criteria that are readily available from multiple sources including the College website, program brochures and from DECD admissions handouts. Candidates are screened using multiple admissions criteria (applications, transcripts, letters of recommendation, faculty and credential analyst interviews, etc.) to ensure that each candidate has the necessary pre-requisite qualifications and experiences. CBEST and CSET passage or planned date for taking these exams is required at admission. The department is considering ways to augment the already multifaceted admissions process to best evaluate applicants' personal characteristics in order to determine an applicant's suitability for the profession of teaching. Similarly they are working on a procedure and policy for how to counsel candidates who are not performing successfully in student teaching.

The department engages in intentional recruitment and retention efforts to maximize the number of applicants and candidates from underrepresented communities. A 20-hour fieldwork requirement in all pre-professional courses and involvement in field-based programs contribute to the cultural sensitivity and preparations of Whittier College undergraduate applicants and program candidates to work effectively in diverse communities.

A significant number of applications are received by students who are completing their bachelor's degree at Whittier College. The DECD credential program is designed such that undergraduate students may begin pre-professional coursework in their junior year and credential courses in their senior year prior to graduation. With careful planning and advising, an undergraduate from Whittier College may complete all credential requirements except student teaching before graduation. Applicants coming from the Whittier College undergraduate program are required to complete an application to the credential program at graduation and prior to student teaching. They are required to complete most elements of the application process though the department acknowledges that there is an alternative method of documenting participation in the field in lieu of traditional letters of recommendation and that "known" applicants may not be interviewed by a faculty member. Team interviews with undergraduate students revealed that many felt they were already admitted to the credential program because they were enrolled in credential courses. Though these students were aware of the testing and student teaching requirements for the credential, they appeared unaware that they needed to submit a formal application to the graduate credential program in order to begin student teaching after graduation. The department may want to consider making the timing and necessity of the graduate application process more visible on advising sheets, marketing brochures and informational materials that are likely to be used by Whittier College undergraduate students wishing to enter the graduate credential programs at their home institution.

Standard 6: Advice and Assistance**Standard Met**

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Findings

The faculty, credential analyst, and student teaching staff in the DECD are well prepared to advise applicants and candidates about their academic, professional and personal development. Advisement and support services are also available from campus offices including the Counseling Services Office, Career Services Office, Writing Center, Office of Disabilities Services and the Center for Academic Success.

Open Houses and New Student Orientations are offered at the beginning of each of the fall, spring and summer terms to familiarize applicants and candidates with the basic program features including the TPEs, the TPA, fieldwork requirements, certificate of clearance, and other program requirements and processes. Academic advisement for undergraduates from Whittier College who wish to pursue a multiple subject or single subject credential begins in their junior year. Once admitted, candidates meet regularly with the credential analyst and their academic advisor throughout the program to assure that all curricular and professional requirements are met appropriately and that the candidates are in good academic standing.

The department hosts informational sessions for potential student teachers to review placement process and the College's expectations for student teachers. Prior to placement, student teachers meet with department faculty and their master teacher to discuss the work expected in the student teaching placement and the criteria by which their performance will be evaluated. These conversations are collaborative, three-way dialogues and mirror the weekly meetings that will take place between the student teacher, master teaching and College supervisor during the student teaching placement.

Faculty regularly converse with the credential analyst, attend CCTE and CTC meetings, read and discuss coded correspondences, and view the CTC website to maintain currency with the requirements of the commission and the profession. New faculty are trained as advisors and mentors of graduate, freshman and transfer students. New faculty partner with and shadow experienced faculty to learn how to effectively advise the department's undergraduate and graduate students.

Standard 7: Field Experience and Clinical Practice

Standard Met

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Findings

The DECD has designed and implemented a planned sequence of field-based and clinical experiences. Educators from local schools have been very involved in the development of all aspects of the sequence of Whittier's field experience in the teacher preparation programs. There is evidence that field experiences support learning in coursework and provide meaningful professional experiences.

Evaluations of teacher candidates, university supervisors and cooperating teachers are administered each year. When implemented, the planned surveys of first year graduates and of their employers will provide opportunities for the program to fully evaluate the quality of their field experiences and coursework.

The Director of Student Teaching Services plays a central role, together with program faculty, in building and maintaining the collaborative relationships with school community partners to inform the selection of school sites, clinical personnel, and site-based supervisors. This relationship is a reflection of the Department's commitment to collaboration and partnering with the community.

The DECD outlines criteria for selecting clinical supervisors. College supervisors visit student teachers weekly and interns biweekly. The quality of supervision and feedback provided assists candidates in improving their performance.

Master teachers indicate that Whittier candidates use research based methods for teaching academic subject matter, content area literacy, and English learners. The student teaching seminar provides support for the candidates during their practice teaching.

The DECD administers an on campus private school, Broadoaks. The Broadoaks Children's School of Whittier College was founded in 1906. It serves as a learning laboratory for students who plan careers in teaching. Broadoaks provides opportunities for observation, practice teaching and conducting research.

Standard 8: District-Employed Supervisor

Standard Met

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Findings

The DECD ensures that teachers who serve as master teachers hold an appropriate California teaching credential for the area in which they are performing their services. Master teachers are usually recommended to serve in their roles by site principals in consultation with the Director of Student Teaching Services at Whittier College. Overall, Whittier College and local schools collaborate to provide a strong connection between coursework and fieldwork that is assigned in credential classes. This frequent fieldwork creates a smooth transition into student teaching.

The faculty have developed a set of criteria for the identification of master teachers that reflects the goals of the credential programs. All master teachers are oriented to the supervisory role through meetings with university supervisors. Master teachers, university supervisors and candidates meet to define responsibilities and establish a sequence of experiences to guide the candidate into the role of a teacher. These experiences include modeling a variety of teaching strategies for their student teachers that meet the needs of their diverse student population and that address state adopted content standards and curriculum frameworks.

Standard 9: Assessment of Candidate Competence

Standard Met

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Findings

Data from the Biennial Report, candidate files, faculty interviews, and interviews with school and district administrative personnel indicate that candidates have achieved the knowledge and skills needed to serve as effective K-12 educators. The credential programs use the CalTPA, course grades, and student teaching evaluations as key assessments to determine candidate competency. In addition, the credential analyst verifies passage of the CBSET and CSET, and possession of a certificate of clearance prior to the initiation of student teaching.

District employed master teachers conduct a formal evaluation to assess student teachers' competencies along the 13 TPEs. Similarly, the college supervisors perform this end of placement evaluation. Candidates receive evaluative feedback from their master teachers and college supervisors and this feedback is used by the candidates to improve performance. As reported in the Biennial Report, scores on the master teacher evaluation of student teachers form indicate that candidates in both credential programs consistently meet the requisite skills and knowledge.

Throughout the curriculum, candidates reflect on assignments and fieldwork experiences in terms of the TPEs and standards. Performance on all assignments and reflections are discussed by the candidates and their instructors. The DECD has fully implemented the CalTPA as of summer 2008 and track candidates' passage rates on all tasks. Successful passage of all TPA tasks, and passage of the RICA exam in the multiple subject program, serves as the summative evaluation of candidate competency.

Program Reports

Multiple & Single Subject Preliminary Credential Programs

Program Design

The Whittier College Teacher Education Program is grounded in the scholarship of two contemporary perspectives, (1) the theory of situated learning through legitimate peripheral participation (Lave & Wenger 1991; Wenger 1998) and (2) the cultural-historical activity theory initiated by L.S. Vygotsky, A.N. Leont'ev, and A.R. Luria, as elaborated by Yrjö Engeström (1987, 1999; Cole & Engeström 1993).

Undergraduate students can begin the credential coursework, taking prerequisites during their freshman and sophomore years and credential courses during their junior and senior years. Candidates then complete their remaining credential requirements as graduate students. Most teacher candidates enter and complete the program as graduates. Whittier College offers the internship option for qualified post-baccalaureate candidates.

Teacher Education is part of the DECD. The Chair of the DECD oversees the education programs and provides leadership for the department which operates by consensus and collaboration. The Chair is appointed by the Dean of Faculty and rotates every three years. The Chair is assisted by program coordinators for Elementary Education, Secondary Education, ELL/ELD, Student Teaching Services, Clear Credential, and Masters of Arts in Education programs. There are currently six full time tenure track positions in DECD. One of the positions has recently been filled by an individual who will oversee the new Special Education program. A math/science faculty position remains open at this time. There is a full time Director of Student Teaching Services within the department who coordinates the placement of student teachers as well as the administration of the CalTPA. The department also has a full time credential analyst and two clerical support staff members.

The Department Chair coordinates involvement in institutional decision-making as it relates to teacher preparation. Program coordinators also share information with members of the department and sit on various college-wide committees.

Curriculum

Multiple and single subject candidates complete common core courses as well as courses specific to the multiple or single subject credential program. Core courses relate to promoting student health and safety, learning theories and their application to lesson design, socio-cultural and historical contexts in which learning and development occur and teaching diverse learners including English learners and students with special needs. Multiple subject candidates take prerequisite courses in movement and physical education and child development as well as courses in literacy development, math/science instruction, and integrating language arts with history-social science and the visual and performing arts. Single subject candidates take courses in content area literacy and two courses in curriculum and pedagogy that focus on subject-specific content standards, lesson and unit design, and assessment. All courses involve a fieldwork component. Candidates in both programs take a seminar course during student teaching.

Field Experience

Field experiences are integrated into coursework. Every course requires a minimum of 20 hours of fieldwork that involves both observation and participation in classrooms. Student teaching is a semester in length and includes the appropriate grade level experiences. During student teaching all aspects of candidates' planning and teaching are regularly reviewed by and discussed with their college supervisors who visit candidates once a week. Interns are observed every other week. Master teachers also provide feedback to candidates on their performance. District support providers observe interns at least four times and provide feedback. The Teacher Performance Expectations are utilized during observations and evaluations to provide feedback to candidates on their performance.

Assessment of Candidates

Candidates are assessed on coursework and must get a B- or better in all courses. Master Teachers and University Supervisors evaluate candidates during student teaching using the Teacher Performance Expectations. The CalTPA tasks are used as an additional assessment of candidate competence.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards for the multiple and single subject credential programs are **Met**.

Clear Credential Program

The team did not review the Clear Credential program which was initially approved in 2008 because it has so few candidates and will be redesigned in the near future. The program has focused on providing a path for Broad Oaks teachers to clear their preliminary credentials. This program will be reviewed under the new Clear Credential program standards by fall 2010.